

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Dec 11 – 15, 2017

Week: 18

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	<b>Standard(s):</b> <b>ELACC9-10RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <b>ELACC9-10RH5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Paraphrase the headline provided  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Read paragraph from <i>Civil Disobedience</i> by Thoreau to the students and clarify definitions, etc  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Read each piece of the paragraph and provide a paraphrase <b>Guided Instruction (<i>We do</i>)-</b> Compare and discuss student answers with the “provided paraphrase” to determine level of understanding  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- How much of a problem is not knowing the definitions of some of the words when trying to paraphrase?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Close Reading - Paraphrasing</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Paraphrases (5)  <b>Summative:</b>
	<b>Purpose:</b>  To provide the students with a hands on opportunity to have a paragraph broken down for them to practice completing a 1 <sup>st</sup> reading level paraphrasing.			
Tues	<b>Standard(s):</b> <b>ELACC9-10RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <b>ELACC9-10RH5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Paraphrase the headline provided  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Read <i>The American Mind</i> paragraph by Commanger to the students and clarify definitions, etc.  <b>Work Session:</b> Collaborative Learning ( <i>You do together</i> )- in pairs, Read each piece of the paragraph and provide a paraphrase  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Is paraphrasing something that may provide you tool to better understand the meaning of what you are reading?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Close Reading - Paraphrasing</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Paraphrases (5)  <b>Summative:</b>
	<b>Purpose:</b> To provide the students with a hands on opportunity to have a higher level of difficulty paragraph broken down for them to practice completing a 1 <sup>st</sup> reading level paraphrasing; this time with a partner.			
Weds	<b>Standard(s):</b> <b>ELACC9-10RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <b>ELACC9-10RH5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Prepare notebook for review  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- explain review procedures  <b>Work Session:</b> Guided Instruction ( <i>We do</i> )- Review information from notebook in preparation for SGM  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- TOTD: top two areas you will study tonight  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A  <b>Summative:</b>
	<b>Purpose:</b> To provide the students to review for SGM and to ID areas of weakness			

Thurs	Standard(s):  All TCS	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Report to Lab 316, sign in to Canvas  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Review testing procedures  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Complete the SGM for Tools for College Success  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- report scores to me for records  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>          <b>Summative:</b>  SGM
	Purpose: To provide the students with an opportunity to validate their mastery of the material from this semester			
Fri	Standard(s):  All TCS	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Those who did not take SGM Thurs, sign in to Canvas; those who did prepare to work on make up/ catch up work  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Review testing procedures and work session  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Complete the SGM for Tools for College Success OR Collaborative Learning ( <i>You do together</i> )- work on make up/catch up work  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- report scores to me; turn in completed work  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Make up work          <b>Summative:</b>  SGM
	Purpose: To provide the students with an opportunity to validate their mastery of the material from this semester or complete work owed			